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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury St., Boston, Mass.

CLASSICAL CLUBS IN COLLEGES AND UNIVERSITIES

About one-third of the colleges and universities from which information is at hand have classical clubs of one kind or another. They are much more common in the universities than in the colleges, and more common at the larger than at the smaller institutions. At the colleges and smaller institutions generally, there is little danger of too narrow specialization, and the relations between the students and their instructors and among the students themselves are naturally more close in their regular work. So the need for a club to bring together all the classical interests of the institution is not so great.

In some universities (Johns Hopkins, Chicago, Michigan, Wisconsin) there are two societies, one confined to the classical departments, while the other, a philological society or association, includes all the language departments. At Chicago membership in the latter organization is confined to instructors, at Michigan graduate students who have been recommended by the instructors, are also admitted, and at Johns Hopkins they are admitted without restriction. Societies embracing all the language departments are found also at the universities of Missouri and Washington, and one formerly existed at the University of California. The meetings of these societies occur once a month, or at longer intervals, and are devoted to the reading and discussion of papers presenting the results of research by the members themselves, and occasionally, in some of them, by a guest.

Clubs confined to the classical departments are more numerous. As a rule, their membership includes the instructors and graduate students and frequently other advanced students. Only in two institutions, so far as our information goes—one a college and the other a university—is membership confined to the faculty and in one of these, according to report, the club will probably be reorganized this year. In two other institutions the names of the clubs indicate that they are

maintained by the students and instructors of Latin alone. At Johns Hopkins the place of the classical club is taken by a Journal Club, which meets once a week, attendance being required of all candidates for degrees. Still another feature is found in the Classical Club at Chicago to which also teachers from the high schools of the city are admitted.

Several of these clubs meet every two weeks, but most of them every month. The meetings are in the majority of them given over to papers by the members along some line in which the reader has worked and is interested. Some of the clubs give considerable attention to reports on the articles which appear in the current journals. Illustrated lectures and lectures by an instructor from another institution also appear from time to time. Several of the clubs devote a certain number of their meetings to reading from those Greek or Latin authors which are not usually read in class. The club at the University of Wisconsin, whose work is entirely of this kind, selects one Greek and one Latin author for the year from which the club reads at alternate meetings.

Frequently the social side of the meetings is considered of quite as much importance as the regular programme. Indeed, this part of the club's activity is especially emphasized as valuable in a number of them. The members of one club, in a western university, pay an annual fee, from the proceeds of which some object of value and interest to the classical departments is bought for the university.

The interest of the students in these clubs and societies seems to be steady and enduring, and the opportunities which they afford are highly prized. The largest society, to judge from the information at hand, is the Classical Club at Harvard (sixty members), and the oldest the Philological Association at Johns Hopkins, which was started more than thirty years ago. Three others are over twenty years old, and quite a number have existed for ten years or more.

The programme of the club at Williams College, for 1905-6, may be added as a specimen:

- Archaeological Excavations in Greek Lands.
- Some Points of Interest in Comparative Grammar.
- Roman Sculpture.
- Reading of the *Acharnians*, by the club.
- Greek Religion.
- Symposium on Greek Science: Natural History, Mathematics, Astronomy, Physics, Biology.
- Reading of the *Mostellaria*, by the club.
- Annual Report on Classical Periodicals.
- Greek Athletics.
- A Few Comparisons of Roumanian, Umbrian, and Classical Latin.
- Aristotle's Contributions to the Theory of the State.
- Greek Music (with illustrations).
- The Development of Roman Tactics and Roman Contributions to the Art of War.
- History of the Gladiatorial Shows.

LATIN AND GREEK IN THE STATE NORMAL SCHOOLS

The normal schools established by the various states as distinguished from private enterprises which assume the name for business reasons, number about 160 at the present time, and are found in all parts of the country. They often differ widely from each other, but so far as the classics are concerned, several distinct types may easily be distinguished.

In New England very few of the normal schools give any instruction in Latin or Greek at all. The school at Bridgewater, Mass., however, one of the first three schools of its kind in America, devotes a year and a half to secondary Latin, and the same time to Latin of college grade, the latter for those students who have completed a high-school course. A half-year is also given to Greek. The ground is gone over very rapidly, elements, Caesar, and Virgil all in the year and a half, on the theory, apparently, that minds which have learned to acquire knowledge by a strict rule, need less time to do so.

A second type of institution is that found in New York and Pennsylvania, which have each a large number of state normal schools. These serve two distinct purposes, that of preparing teachers for the elementary schools and that of preparing boys and girls for college. As college preparatory schools they offer the regular four years of Latin and, in almost all cases, three years of Greek also. There is practically no variation from this course, or effort to carry the work in the classics beyond the point required for entrance to college. The New York State Normal College at Albany is, however, an exception, for it requires a high-school preparation for entrance, and offers a college course leading to the bachelor's degree. The work in Latin and Greek is all of college grade, and in both languages extends over somewhat more than three years of five hours a week. The object of this institution is, primarily, to prepare teachers for work in the high school.

The type of normal school found in the Middle West is perhaps the most interesting of all, and it appears to be, at the present time, in a state of transition. The schools of this section differ from those of New England in that they always have Latin, though few of them have Greek, and they differ from the schools of New York and Pennsylvania in not having the college preparatory course as a separate department. The rapid growth of high schools in the Middle West has made this less necessary, and it is this same factor also to which the present somewhat unsettled state of the normal-school courses is largely due.

The schools in these states are clearly trying to accommodate two classes of students, those with high-school training and those without it or with only partial training, and we find them giving the regular high-school Latin, and Greek, where Greek is taught, and also, in nearly every state, more or less college work. This latter work varies, in the classics, from one to three or four years. A number of the larger institutions (those at Ypsilanti, Mich., Cedar Falls, Ia., Terre Haute, Ind., Emporia, Kan., and several of the schools in Missouri) are, indeed, maintaining a four-year college course, based upon a high-school preparation and leading to the bachelor's degree, in addition to their regular normal courses for

the preparation of teachers for the grades. The college course has been made necessary by the great demand for high-school teachers, which has drawn many of the normal-school graduates into that field even when they were not properly prepared for it. As a result, the courses offered in the classics accurately reflect the demand for them in the high schools. Only about one normal school in four throughout this section has Greek, and even this showing is due largely to Missouri, where several of the normals offer it. The normal schools of West Virginia belong to the same class, and they also offer Greek.

In the southern states there appears to be no prevailing type of normal school. Some of the schools are practically colleges with a somewhat limited curriculum, their freshman work in Latin, for instance, being frequently based upon something like two years of high-school preparation. Other schools, not quite so advanced, have a three-year course in Latin, beginning with the elements and usually including Horace and sometimes other college authors in the work of the third year. Greek is offered in some of these institutions, the courses resembling those in Latin, except that they are shorter. The classical work of the Peabody College for teachers at Nashville is based on a preparation of three years in Latin and two years in Greek. Provision is made for the elementary work, but it does not count on the course.

Most of the normal schools in the western states appear to be following the type of the Middle West, some offering a year or two of college work in addition to the high-school work, and others only the latter. There is no Greek in any of these schools. All have Latin except those of California, which as a rule do not have it, and in this particular revert to the New England type.

Meeting of the American Philological Association and the Archaeological Institute of America.—A successful joint meeting of these two organizations was held at The University of Chicago on December 27–31. The attendance at the different sessions ranged from 100 to 200. Among those present were Professors Kelsey, E. T. Merrill, Shorey, West, Slaughter, Tarbell, Abbott, C. F. Smith, Platner, Fowler, Marquand, Paton, Fairclough, Lyon, Baur, H. L. Wilson, G. W. Johnston, Weller, Harry, George F. Moore, C. H. Moore, Fitz-Hugh, Humphreys, John M. Manly, and D. G. Hogarth, the director of the Cretan Exploration Fund.

On December 27, a session of the Philological Association was held in the morning, a session of the Archaeological Institute in the afternoon, and a joint session of the two societies in the evening. On the next day a similar adjustment was made. The programme proper was concluded by a joint session on Monday morning, December 30. This arrangement, which avoided conflicts between the sessions of the two bodies, seemed to be heartily approved by a majority of those present.

Of the programme we cannot speak in detail. The best of the papers will be printed in the *Transactions* of the Association or in other publications. A good many of them dealt with minute points, and, although all were presented in a

scholarly way, in some cases the question might perhaps be raised whether the subjects were of sufficient importance to justify the place assigned to them on the programme. A programme consisting of a smaller number of papers and made up with reference not only to the reputation of the author and the probability of his having something of importance to say, but also to the current interest of the subject, would undoubtedly be both more effective and more useful. This latter consideration apparently did guide the committee in the choice of a few of the papers, e. g., those on metrical problems, and on the archaeological side, those giving résumés of the work of exploration and excavation on different sites. These were followed with keen interest, the former on account of the chaotic condition of the subject and the desire of all for at least some rays of illumination, and the latter because all are anxious to know in a general way the present status of the active work in the archaeological field, with the details of which, as published in so many journals, it is not always possible to keep up. This was especially true of Mr. Hogarth's lecture on "Early Temples of Ephesus." Mr. Hogarth spoke of the excavations and discoveries at Ephesus as only one can who has himself superintended the digging, and his admirable presentation of his subject ranks with the best of the lectures delivered under the auspices of the Institute in recent years.

Professor Charles E. Bennett was elected president of the Philological Association for the ensuing year; Professor Frank G. Moore, secretary and treasurer. The proposal to reorganize the Association on a sectional basis, which has been before the members during the last year, was overwhelmingly defeated.

Professor Francis W. Kelsey was elected president of the Archaeological Institute; Professor Mitchell Carroll, secretary; Professors H. R. Fairclough, F. W. Shipley, and G. H. Chase, associate secretaries. Professors Walter Dennison, M. S. Slaughter and H. R. Fairclough were added to the list of annual professors at the School in Rome during the next few years.

The next annual meeting will be held in Toronto.

Thomas Day Seymour, 1848-1907.—By the death on December 31, 1907 of Thomas Day Seymour, Hillhouse professor of Greek in Yale University, classical scholarship lost one of its most eminent American representatives. An illness of several weeks with bronchitis was followed by an attack of pneumonia to which his death was due.

Professor Seymour was born at Hudson, O., April 1, 1848, and was graduated in 1870 from Western Reserve University, where, after a period of study in Europe, he taught until his call to Yale in 1880. He was repeatedly honored by other universities of both continents, notably by the University of Glasgow in 1901 with the degree of LL.D., which was also conferred upon him by Harvard in 1906, as well as by his *alma mater* in 1894. He was an associate fellow of the American Academy of Arts and Sciences, an honorary member of the English Society for the Promotion of Hellenic Studies, an honorary member of the Archaeological Society of Athens. For twenty-five years he was chairman of the Managing Com-

mittee of the American School of Classical Studies at Athens, of which he wrote the history in 1902. For several years he has been president of the Archaeological Institute of America.

It is needless to attempt to review here Professor Seymour's contributions to classical learning. As a scholar he is known to all students of Greek, most widely perhaps for his school and college editions of Homer and for his work as coeditor of the College Series of Greek Authors, to which he also contributed several volumes. His *Life in the Homeric Age* fortunately was finished a few months ago and is characteristic of his painstaking and accurate scholarship and of his lucidity of presentation. His future reputation will doubtless rest upon his studies in the Homeric field, but his learning throughout the entire domain of Hellenism was exact and profound.

Professor Seymour's prodigious capacity for work was at once the inspiration and the despair of those who knew him. In addition to his Hellenic studies he was a real Humanist and vitally interested in all matters of human life. His knowledge of the best forms of musical art and his fondness for them deserves special mention, while in matters of practical administration he was particularly astute. Perhaps no other man had a wider acquaintance than he among the classical scholars of the world, and he was especially devoted to the interests of the younger generation of scholars in America, for whom his time and services were always available. While appreciating the loss that his death means to classical letters, those who knew Professor Seymour personally will wish to pay their tribute first of all to the memory of a wise counselor and a sympathetic friend.—CHARLES H. WELLER.

A Visit to the Battlefields of Caesar.—The sites of several of Caesar's battlefields in Gaul have been absolutely identified, and a visit to these places with the text of Caesar in hand will do much to inspire the teacher of the *Commentaries* and deepen his interest in one of the greatest historical documents of antiquity. Professor Walter Dennison, of the University of Michigan, who has been appointed professor of Latin in the American School of Classical Studies in Rome for the year 1908-9, is planning to go to these important sites during the coming summer (1908), and takes pleasure in inviting any who wish to accompany him. The plan is to meet in Paris about July 20 and spend perhaps three weeks on the excursion. After seeing the great Caesarian museum at St. Germain near Paris the party will go to the following places: the site of the battle with the Helvetians (*Bell. Gall.* i. 24-26), BibRACTE, now Mt. Beuvray (i. 23, and elsewhere), the sites of the battles with Ariovistus (i. 48-53), with the Belgians at the Aisne River (ii. 5-10) and with the Nervii at the Sambre River (ii. 16-27), Vesontio, now BESANÇON (i. 38, 39), Alesia (vii. 68-90), Gergovia (vii. 36-53), Avaricum, now BOURGES (vii. 13-32), the Rhone district, Geneva, and possibly other places. After the trip members of the party who wish to return to America in the fall will still have time to visit parts of Germany, Switzerland, and Italy. The expense of such a summer trip is usually estimated to be about \$600, but with strict econ-

omy it may be made for much less. This is not in the nature of a "personally conducted" excursion, but Professor Dennison, who has been over the ground before, wishes to explore these interesting places again and would be glad to have company. He would be pleased to hear from any who wish to go. A more definite announcement will probably be made in the May or June number of this Journal. Holmes, *Caesar's Conquest of Gaul* (Macmillan Co.) is an excellent book to read and study by way of preparation.

The Dittenberger Library at the University of Illinois.—The University of Illinois has recently purchased the library of Professor Dittenberger of the University of Halle, containing about 3,000 volumes. As Professor Dittenberger was a large contributor to the *Corpus Inscriptionum Atticarum*, his library is especially rich in epigraphical and paleographical works. At the same time it covers very adequately the whole field of classical philology. The works of the Greek and Latin authors are also fully represented by the best of the old complete editions and the more recent special works. Besides, the library contains between four and five thousand programmes and dissertations. It is the library of a man who was continually at work till the time of his death, and was therefore constantly increased and kept up to date.